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ABSTRACT

This paper summarizes the first year experience of the Natrona County (Wyoming) school district in implementing a combined classroom model for educating intermediate grade students with emotional and behavior disorders (E/BD) in a general education setting. The combined classroom model involves two normal size classrooms made into one, three teachers (a general education teacher, a resource teacher, and a teacher of students with E/BD) as well as three paraprofessionals. The students include about 20 students without disabilities, about 10 students with learning disabilities, and no more than 10 students with E/BD. The program involves an integrated behavior management system involving a level system varying in degree of structure, an impulse controls sequence, and monthly meetings of a support team which includes additional resource professionals and service providers. Program evaluation by parents (of students with and without emotional disabilities) has been highly positive. Students without emotional disabilities also expressed positive feelings about the combo class. The students with E/BD agreed that they were learning more though they tended to feel the behavior management system was unfair and only half would choose the combo class next year. Tables detailing evaluation results are attached. Transcripts of parent and student comments are also attached. (DB)

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Educating Students with Behavior Disorders in a General Education Setting: First Year Report

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Introduction

Our goal in working with students who have been formally identified as having emotional and behavior disorders (E/BD) is to achieve educational outcomes which expand rather than diminish opportunities for these students (to borrow terminology from Reschly,1979)

We have come to see serving students with E/BD classifications in general education settings, whenever possible, as consistent with the goal of expanding opportunities

A Problem with Self-Contained Services

Students with E/BD who were having success within self-contained classrooms were frequently, and admittedly (in many cases), self-sabotaging efforts to mainstream them by deliberately misbehaving.

Why did they want to remain in the self-contained class?

1. an increased feeling of security due to:
   a. high structure
   b. consistently enforced rules
   c. generous reinforcement

2. the students had become valued members of a class where the staff, and in many instances, other students, cared about them

3. with accommodation to the special class, membership status within the special class would become an important part of a student's self-identity -- in fact, without this accommodation, significant progress in the special class was unlikely to occur

Thus, successful accommodation within the self-contained class seemed to be both necessary for success in the self-contained setting and to be working against successful mainstreaming for many E/BD students (the catch 22)

We came to view success within the self-contained setting, however important this was, as insufficient in view of our goal to expand opportunities for these children

The successful functioning of students with E/BD classifications within general education has become a high priority outcome goal which is currently directing our program development efforts

Purpose of today's presentation

To describe the combined classroom model (CCM) for students with E/BD classification

and

to present data regarding the perceptions of parents and students about the combo class after 1 semester in the class

The Combined Classroom Model (CCM)

In the "combo class" several things have been combined:

- -- students with and without disabilities
- -- special education and regular education staff
- -- 4th, 5th, & 6th grade students
- -- 2 normal size classrooms into 1 large classroom

Classroom components:

1. Staff (3 teachers & 3 paraprofessionals)
   - -- general education teacher
   - -- resource teacher (1 paraprofessional)
   - -- teacher of students with E/BD (2 paraprofessionals)

2. Students
   - -- about 20 students without disabilities (4th & 5th grade)
   - -- about 10 students with learning disabilities
   - -- no more than 10 students with E/BD

   Classroom of choice for the students without disabilities

3. An integrated behavior management system

- -- level system with 6 levels & 2 tiers
  - -- levels 1 through 6 may be accessed by the students with E/BD (structure available to the student increases as the levels increase; i.e., level 1 & level 2 are the most structured)
  - -- levels 3 through 6 may be accessed by students without disabilities and learning disabled students

- -- guidelines for progress up and down through the levels are posted in the classroom and are based upon observable behavior

- -- privileges and freedom progressively increase as students move up through the levels but more responsibility is required

- -- an impulse control sequence of consequences is used to address problem behaviors which are not potentially harmful or excessively disruptive ... the impulse control sequence proceeds as follows:
  1. **reminder** (verbal cue that behavior is not acceptable)
  2. **reminder**
  3. **cool down** (5 minute time out from reinforcement in the classroom)
  4. **extended cool down** (10 minute time out from reinforcement in the classroom)
  5. **behavior conference** (an in depth discussion of preceding inappropriate behavior & identifying and role playing appropriate alternative behavior)
  6. **office referral** (a conference with the student, teacher, & principal ... goal is to return the student to the class as soon as possible)

-- on levels 1, 2, & 3 the impulse control sequence begins anew each hour (this approach allows students to retrieve themselves if they have problems during a given part of the school day)

-- on levels 4, 5, & 6 the impulse control sequence begins anew 4 times each day (following each recess)

-- staff promote the concept of choice with the students (for example, if a student behaves in a way that leads to a reminder, cool down, etc. that is his or her "choice" ... students are on particular levels by their own "choice" about how they behave)

-- examples:
  -- Level 1: visually and academically separated from rest of the classroom (portable dividers) and from the other students ... few privileges (isolated lunch & recess)
  -- level 6: designed for students with high internal impulse control ... extensive freedom & privileges, with responsible behavior required (students drop a level if they have just 1 cool down)

4. Team driven classroom operation and functioning

-- teacher team (<u>weekly meetings</u>)
  -- team leaders for curriculum content areas:
    - general teacher for math & science for all 4th grade students in the school;
    - resource teacher for 4th grade spelling & social studies for all 5th grade students in the school;
    - resource E/BD teacher for language arts, social skills, 5th grade spelling, & computers
    - shared responsibility for thematic, literature based approach to reading instruction

-- classroom team (teachers & aides; <u>weekly meetings</u>)

- - support team for students with E/BD students (**monthly meetings** with agenda which includes a review of the current status and issues of each student with E/BD in the class; access to support team expertise is more readily available for issues related to general students and students with learning disabilities than is the case within the traditional service delivery model)

  - - teacher team plus:
  - - school psychologist
  - - school social worker
  - - school nurse
  - - mental health counselor
  - - building principal
  - - district educational resource consultant
  - - other related services providers

support team recommendations assist classroom staff with decision making (i.e., the team, as opposed to the teacher or teachers, is accountable for the decisions which are made, which affords protection to the teachers as these challenging and potentially contentious decisions are addressed), for example:

- - modifying program to meet individual needs of students
- - referrals to outside agencies or professionals (e.g., Department of Family Services, medical consultation)
- - changes in behavior management program & input regarding other classroom issues
- - provide input regarding behavioral, emotional, & medical needs
- - re-evaluations, assessment issues, & IEP planning
- - parent support services
- - ongoing program evaluation services

5. Social skills component

- -- classroom <u>goal</u>: "that ALL students will come to see themselves as valued members of the combined classroom community as well as McKinley School."
- -- classroom <u>motto</u>: "With privileges comes responsibility"
- -- social skills instruction occurs at least 3 times per week
  - -- small groups (1 time a week for each grade level)
  - -- large group (2 times a week; social worker + teacher of E/BD 1 time a week & speech/language pathologist + teacher of E/BD 1 time per week)
- -- other activities which facilitate the social skills & community building
  - -- talk time (daily)
  - -- the "problem can"
  - -- weekly sensational student (selected by random drawing; brings a display for the classroom which tells about himself; leads talk time)
  - -- "teachable moments"
  - -- pod structure (level 4, 5, & 6 sit in work groups of 3 or 4 students)
- -- the classroom is designed to be a naturally occurring positive social skills experience

6. Mental health component

- -- counselor from the community mental health center
  - -- work with students with E/BD from 30 to 60 minutes per week at the school
  - -- regular contact with parents
  - -- a member of the classroom support team

The combo class is an example of true educational reform

- -- breaks down the traditional segregation of special and general education services & staff
  - -- general education students have access to special education resources and expertise & vice versa
- -- breaks down the traditional professional isolation among teachers at an elementary level
  - -- adult/adult professional interactions are increased, which impacts:
    - -- job satisfaction
    - -- accountability
    - -- adults model cooperation skills for students

How's the Combo Class working?

What Parents of the Students Without Emotional Disabilities Think

(see Table 1 & Appendix A)

- - 23 out of 25 agreed that they would choose a class like the combo class for their child or children in the future (18 of the 23 parents strongly agreed; the 2 who did not agree had no opinion & none of the parents disagreed)

- - <u>all</u> 24 indicated that discipline in the combo class was neither harsh nor lenient but just right (they also all indicated that their understanding of the disciplinary consequences used in the combo class was adequate to good)

- - 22 of 25 parents indicated that their child's attitude toward school was better

- - 21 of the 25 indicated that their child's academic performance and grades were better

- - One comment illustrated how the parent was aware of the impact of the behavior problem children in the class ... "My child has been scared at times when some of the kids with behavior problems get angry" ... this did not detract from the parents positive view of the program however as the parent strongly agreed that he or she would select the combo class for his or her child in the future.

- - Parent comments also revealed that the parents especially liked the amount of positive attention and support that was available to their children in the combo class.

What Parents of Students with Emotional or Behavior Disabilities Think

(see Table 1 & Appendix A)

- 7 of the 8 agreed that they would choose a class like the combo class for their child in the future (the 1 other parent strongly disagreed)
- 6 of the 8 indicated that discipline in the combo class was neither harsh nor lenient but just right (1 thought it was somewhat harsh and 1 thought it was somewhat lenient)
- 4 of 6 parents indicated that their child's attitude toward school was better (2 thought it was the same as the previous year)
- 1 of these parents commented that children with and without disabilities learn from each other - this parent noted that there were positives for both in the combo class

What the Students Without Emotional Disabilities Think

(see Table 2 & Appendix B)

- 28 of 31 agreed that they would choose a class like the combo class for next year (26 strongly agreed)
- 27 of 31 agreed that they were learning more than they did the previous year
- they generally expressed positive feelings about many aspects of the combined class including:
  a. having a lot of teachers
  b. working in a pod with other students
  c. how well they liked the components of the behavior management system
  d. how fair they felt the behavior management system was
- 23% admitted to having a lot of difficulty concentrating because of all the activities in the classroom

- - 48% admitted to being bothered a lot by the way that some children in the combo class behave

- - just 13%, however, admitted that it was very true that they sometimes wished that children with behavior problems were not in the combo class (55% indicated that this was not at all true)

- - comments of the students without E/BD were typically very positive with many of them indicating that they liked their teachers and that they wanted to be in the combo class again

What the Students with E/BD Think

(see Table 2 & Appendix B)

- - 6 of 8 agreed that they were learning more than they did the previous year (the other 2 had no opinion)

- - they differed markedly from the general and resource students in many respects:

  a. they disliked many aspects of the behavior management system

  b. they felt that many aspects of the behavior management system were unfair

- - just 4 of 8 agreed that they would choose a class like the combo class for next year (2 had no opinion and 2 disagreed)

- - just 1 of 5 students with E/BD who commented had a totally positive comment

- - another 1 of the 5 admitted to liking the teachers (although he didn't want to be in the combo class)

Differences in Peer Perceptions of Students Associated with their Status as E/BD, Resource, or General

(see Table 3)

- -- no significant differences among any of the groups were revealed by *post hoc* comparisons on 5 of the 10 variables, including:
  - -- popularity
  - -- disruptive
  - -- dependent
  - -- leader
  - -- comedian

- -- students with E/BD were found to differ significantly from students without disabilities on the remaining 5 variables - specifically:
  - -- they were more rejected
  - -- they were seen as less cooperative
  - -- they were seen as more likely to act shy
  - -- they were seen as more likely to start fights
  - -- they were less well known

- -- students with E/BD were also seen by peers as more likely to act shy and as less well known than students with LD

- -- students with LD did not differ significantly from students without disabilities on any of the 10 sociometric variables

Table 1. Frequency Distribution of Responses to Parent Questionnaire Based Upon Child's Status[a]

Item	Child's Status	Parent Responses				
		much better 1	2	same as 3	4	much worse 5
1. Compared to last year, my child's attitude toward school this year is:	general	11(65%)	5(29%)	1(6%)	0	0
	resource	5(63%)	1(12%)	2(25%)	0	0
	E/BD[b]	3(50%)	1(17%)	2(33%)	0	0
2. Compared to last year, my child's performance and grades in school this year are:	general	7(41%)	7(41%)	2(12%)	1(6%)	0
	resource	4(50%)	3(38%)	0	1(12%)	0
	E/BD	2(33%)	0	3(50%)	1(17%)	0
3. Compared to last year, my child's behavior in school this year is:	general	6(35%)	5(30%)	6(35%)	0	0
	resource	3(37%)	2(25%)	3(37%)	0	0
	E/BD	2(33%)	2(33%)	1(17%)	1(17%)	0
4. Compared to last year, my child's behavior at home is:	general	4(24%)	3(18%)	10(59%)	0	0
	resource	1(12%)	4(50%)	3(38%)	0	0
	E/BD	0	4(67%)	2(33%)	0	0
5. Compared to last year, my child's peer relationships are:	general	2(13%)	4(25%)	9(56%)	1(6%)	0
	resource	3(37%)	3(37%)	2(25%)	0	0
	E/BD	1(16%)	4(67%)	1(17%)	0	0
		too harsh 1	2	just right 3	4	too lenient 5
6. My perception of discipline in the combo class is that it is:	general	0	0	16(100%)	0	0
	resource	0	0	8(100%)	0	0
	E/BD	0	1(12%)	6(75%)	1(12%)	0
		poor 1	2	adequate 3	4	good 5
7. My understanding of the use of reminders and cool downs in the combo class is:	general	0	0	5(29%)	4(24%)	8(47%)
	resource	0	0	2(25%)	2(25%)	4(50%)
	E/BD	0	0	1(12%)	2(25%)	5(63%)

8. My understanding of the level system used in the combo class is:	general	0	1(6%)	2(12%)	7(41%)	7(41%)
	resource	0	1(12%)	3(38%)	1(12%)	3(38%)
	E/BD	0	0	1(12%)	1(12%)	6(75%)
		not at all 1	2	some 3	4	a lot 5
9. My child has commented on being distracted by all of the activities going on in the combo class:	general	11(65%)	5(29%)	1(6%)	0	0
	resource	6(75%)	1(12%)	1(12%)	0	0
	E/BD	5(63%)	2(25%)	0	1(12%)	0
		is detrimental		is just different		is beneficial
10. Compared with a traditional class with just 1 teacher, having a team of several certified teachers and other adults in the combo class:	general	0	0	0	2(12%)	15(88%)
	resource	0	0	1(12%)	2(25%)	5(63%)
	E/BD	0	1(12%)	0	1(12%)	6(75%)
		strongly disagree 1	2	no opinion 3	4	strongly agree 5
11. My child has benefited from being educated in a setting where special needs children are included:	general	0	0	2(12%)	3(18%)	12(71%)
	resource	0	0	3(37%)	0	5(63%)
	E/BD	1(12%)	0	1(12%)	2(25%)	4(50%)
12. I would choose a class like the combo class for my child or children in the future:	general	0	0	0	4(24%)	13(76%)
	resource	0	0	2(25%)	1(12%)	5(63%)
	E/BD	1(12%)	0	0	1(12%)	6(75%)

[a]Values in table are frequencies and percentages (in parenthesis). [b]E/BD = emotional/behavior disorder.

Table 2. Frequency Distributions of Responses to Student Questionnaire Based Upon Student's Status[a]

Item	Student's Status	Student Responses				
		a lot more 1	2	the same 3	4	a lot less 5
1. Compared to last year, I like school this year:	general	11(55%)	4(20%)	4(20%)	0	1(5%)
	resource	6(60%)	2(20%)	2(20%)	0	0
	E/BD[b]	2(25%)	2(25%)	2(25%)	1(12%)	1(12%)
2. In school, comparing this year to last year, I am learning:	general	13(62%)	6(29%)	2(10%)	0	0
	resource	6(60%)	2(20%)	2(20%)	0	0
	E/BD	3(37%)	3(37%)	2(25%)	0	0
3. In school, comparing this year to last year, I am staying out of trouble:	general	7(35%)	0	8(40%)	2(10%)	3(15%)
	resource	2(20%)	1(10%)	6(60%)	0	1(10%)
	E/BD	3(38%)	1(12%)	1(12%)	1(12%)	2(25%)
		a lot worse		about the same		a lot better
4. In school, comparing this year to last year, I am getting along with the other kids:	general	2(10%)	1(5%)	10(50%)	2(10%)	5(25%)
	resource	0	0	3(30%)	1(10%)	6(60%)
	E/BD	0	1(12%)	1(12%)	3(38%)	3(38%)
5. In school, comparing this year to last year, I am getting along with my teachers:	general	0	1(4%)	10(48%)	0	10(48%)
	resource	0	0	4(40%)	0	6(60%)
	E/BD	2(25%)	0	2(25%)	2(25%)	2(25%)
6. Comparing this year to last year, I am getting along with my parents:	general	2(10%)	0	11(52%)	1(5%)	7(33%)
	resource	0	0	6(60%)	0	4(40%)
	E/BD	1(12%)	0	1(12%)	2(25%)	4(50%)
7. Comparing this year to last year, the overall way that I feel about myself is:	general	2(10%)	0	5(25%)	1(5%)	12(60%)
	resource	0	0	2(20%)	1(10%)	7(70%)
	E/BD	1(12)	0	3(38%)	1(12%)	3(38%)

		I like it better 1	2	no opinion 3	4	I like it worse 5
8. How do you like having a lot of teachers instead of just one?	general	16(76%)	3(14%)	1(5%)	0	1(5%)
	resource	7(70%)	2(20%)	1(10%)	0	0
	E/BD	4(50%)	1(12%)	1(12%)	1(12%)	1(12%)

		I like it a lot 1	2	no opinion 3	4	I don't like it 5
9. How do you like working in pods in the classroom?	general	15(75%)	1(5%)	2(10%)	0	2(10%)
	resource	8(80%)	0	2(20%)	0	0
	E/BD	3(38%)	1(12%)	4(50%)	0	0
10. How do you like having more than one grade level in your class?	general	10(50%)	5(25%)	4(20)	0	1(5%)
	resource	8(80%)	0	1(10%)	0	1(10%)
	E/BD	1(12%)	4(50%)	1(12%)	1(12%)	1(12%)
11. How do you like the level system?	general	12(60%)	4(20%)	1(5%)	1(5%)	2(10%)
	resource	5(50%)	1(10)	3(30%)	1(10)	0
	E/BD	0	2(25%)	1(12%)	3(38%)	2(25%)
12. How do you like the use of cool downs?	general	11(52%)	1(5%)	5(24%)	0	4(19%)
	resource	1(10%)	0	6(60%)	0	3(30%)
	E/BD	0	1(12%)	0	4(50%)	3(38%)
13. How do you like the use of extended cool downs?	general	8(40%)	2(10%)	5(25%)	1(5%)	4(20%)
	resource	2(20%)	1(10)	5(50%)	0	2(20%)
	E/BD	0	1(12%)	1(12%)	1(12%)	5(63%)
14. How do you like the use of reminders?	general	10(50%)	4(20%)	3(15%)	3(15%)	0
	resource	6(60%)	1(10%)	1(10%)	0	2(20%)
	E/BD	1(12%)	2(25%)	2(25%)	1(12%)	2(25%)
15. How do you like the use of point charts?	general	9(45%)	0	7(35%)	1(5%)	3(15%)
	resource	2(20%)	1(10%)	5(50%)	1(10%)	1(10%)
	E/BD	1(12%)	2(25%)	1(12%)	1(12%)	3(38%)

		very unfair 1	2	3	4	very fair 5
16. How fair do you think the level system in the combo class is?	general	0	0	5(24%)	3(14%)	13(62%)
	resource	1(10%)	0	1(10%)	1(10%)	7(70%)
	E/BD	2(25%)	1(12%)	2(25%)	2(25%)	1(12%)
17. How fair do you think the use of cool downs in the combo class is?	general	3(14%)	1(5%)	1(5%)	1(5%)	15(71%)
	resource	1(10%)	1(10%)	1(10%)	3(30%)	4(40%)
	E/BD	3(38%)	2(25%)	2(25%)	1(12%)	0
18. How fair do you think the use of extended cool downs in the combo class is?	general	2(10%)	1(5%)	6(29%)	1(5%)	11(52%)
	resource	1(10%)	0	1(10%)	1(10%)	7(70%)
	E/BD	3(37%)	2(25%)	3(37%)	0	0
19. How fair do you think the use of reminders in the combo class is?	general	0	0	2(10%)	1(5%)	18(86%)
	resource	1(10%)	0	2(20%)	0	7(70%)
	E/BD	2(29%)	2(29%)	2(29%)	0	1(14%)
20. How fair do you think the use of point charts in the combo class is?	general	4(19%)	1(5%)	3(14%)	2(10%)	11(52%)
	resource	1(10%)	1(10%)	2(20%)	1(10%)	5(50%)
	E/BD	2(29%)	1(14%)	2(29%)	2(29%)	0

		very true 1	2	sometimes true 3	4	not at all true 5
21. Sometimes I have trouble concentrating because there are so many things going on in the combo class. This statement is:	general	3(14%)	2(10%)	10(48%)	1(5%)	5(24%)
	resource	1(10%)	1(10%)	7(70%)	1(10%)	0
	E/BD	2(25%)	2(25%)	3(38%)	0	1(10%)
22. Sometimes other children in the combo class behave in ways that bother me a lot. This statement is:	general	10(48%)	1(5%)	4(19%)	2(10%)	4(19%)
	resource	4(40%)	0	4(40%)	0	2(20%)
	E/BD	2(25%)	1(12%)	1(12%)	2(25%)	2(25%)
23. There are children in the combo class whose behavior bothers me so much that I sometimes wish they were not in the combo class. This statement is:	general	2(10%)	1(5%)	5(25%)	3(9%)	9(45%)
	resource	0	1(10%)	1(10%)	0	8(80%)
	E/BD	2(25%)	0	1(12%)	2(25%)	3(38%)

			strongly agree 1	2	no opinion 3	4	strongly disagree 5
24.	If it was my choice, I would choose a class like the combo class to attend again next year:	general	17(81%)	2(10%)	1(5%)	0	1(5%)
		resource	9(90%)	0	1(10%)	0	0
		E/BD	2(25%)	2(25%)	2(25%)	1(12%)	1(12%)

[a]Values in table are frequencies and percentages (in parenthesis). [b]E/BD = emotional/behavior disorder.

Table 3. Summary of Results of One-Way Analysis of Variance for Groups on Sociometric variables

Dependent Variables	Groups E/BD (n =10)	Resource (n = 10)	General (n = 21)	F(2,38)	*Post hoc* Comparisons
Rejection	.82	.15	-.38	6.47**	General < E/BD
	(.76)	(.96)	(.88)		
Popularity	-.48	-.12	.29	2.26	
	(.98)	(.76)	(1.03)		
Cooperative	-.63	-.24	.41	4.96*	E/BD < General
	(.69)	(.86)	(1.00)		
Disruptive	.42	-.18	-.12	1.25	
	(.96)	(1.12)	(.96)		
Dependent	.55	-.09	-.22	2.22	
	(1.17)	(.73)	(.95)		
Acts shy	.99	-.57	-.30	11.73***	Resource, General < E/BD
	(.97)	(.70)	(.74)		
Starts Fights	.67	-.13	-.26	3.46*	General < E/BD
	(1.17)	(.80)	(.86)		

Leader	-.31	-.46	.37	3.36*	NS
	(.61)	(.80)	(1.10)		
Comedian	-.34	-.27	.29	1.97	
	(.87)	(.87)	(1.04)		
How well known?	-1.12	.41	.41	17.93***	E/BD < Resource, General
	(.93)	(.54)	(.65)		

Values in the table are Z scores and standard deviations (in parentheses). *$p < .05$. **$p < .01$. ***$p < .001$.

Transcript of Parent Comments on the Combo Class Parent Questionnaire (1/94)

General comments in response to: "Please describe any other feelings that you have regarding the combined class on the reverse side of this questionnaire". Code for the numbers in parentheses are as follows: 1 = parent of a general student, 2 = parent of a resource student, & 3 = parent of an E/BD student.

0009 I believe the overall benefit to students in all areas, both educational and social, is great. I hope McKinley School can continue to offer this choice in the future and wish my child had another year to look forward to. (1)

0012 It has been wonderful for my son's self-esteem and he is becoming even more compassionate and caring. He obviously gets more one-to-one attention that ever in the past. (1)

0020 I think the combo class is great - my daughter can't say enough good things about it or the teachers. Her grades and attitudes have changed dramatically for the best. Please keep the combo class. (1)

0023 My child has been scared at times when some of the kids with behavior problems get angry. (1; checked response 5 to item 12)

0024 My child has expressed concern about getting reminders in front of the other children. It makes him feel embarrassed. (1; checked response 3 on item 6 and response 5 on item 12)

Other comments.

0007 Marked response 4 on item 2 and noted: "not class related". (1)

0009 Marked response 1 on item 9 and noted: "He does like to tell me the "different" things that go on but it doesn't distract him". (1)

0013 Marked response 3 on item 9 and noted: "Commented on other kids being angry and knocking things over". (2)

Marked response 3 on item 11 and noted: "Socially - yes. Academically - not sure yet." (2)

0032 Left item 6 unanswered and noted: "unsure". (1)

0033 Left items 1 through 5 unanswered and noted: "I didn't have my child last year".

Responses on Item 13: "Describe in your own words the type of special needs children served in the combo class".

0001 Her attitude has been greatly improved. (1)

0004 Support!! The children receive positive support. (1)

0005 Individual attention - excellent incentives. (1)

0007 Individual needs can be more appropriately addressed. (1)

0008 Children just need a little more support sometimes and thanks to the combined class they get it. (2)

0009 More attention to each student - experience with different teaching styles and with different personalities of students and teachers. (1)

0010 One-on-one with teachers help when needed before it becomes a real problem. (1)

0012 Behavior problems, emotional problems, peer relationships. (1)

0013 Children who need modified reading programs because "traditional" teaching methods aren't effective. (2)

0016 For the children with the inability to get along with other children on a normal level. It gives them the opportunity to learn to cohabit with supervision. (3)

0017 Kids who have a hard time with peers and authority. (3)

0018 More one-on-one with the child and teacher. (3)

0023 Kids with behavior problems are taught social skills to learn appropriate behavior. (1)

0024 Kids with behavior problems are taught what appropriate behavior is. (1)

0025 Attention! Attention! Attention!

0028 I love the one-on-one contact she gets when she needs extra help. I really appreciate it. (2)

0029 I like (my child [being]) in the combo class. She feels a lot better about trying, where, she knows she isn't the only one with troubles. (2)

0032 Behavior and peer association problems. (1)

0033 Behavior problems. (3)

0034 Children of varying disabilities are placed with children of normal patterns - they each learn from each other - there are positives for both in this system. (3)

Transcript of Student Comments from the Combo Class Student Questionnaire (2/94)

General comments in response to: "Please describe any other feelings that you have regarding the combined class in the space below". Code for the numbers in parentheses are as follows: 1 = a general student, 2 = a resource student, & 3 = an E/BD student.

001 Combo class is cool! (1)

002 The combo class is a very good class - I'de like my kids to be in the combo class. (1)

003 that it was a good class and we do a lot of fun things and have fun whith freinds (1)

004 I don't think total noncomplance shouldn't be an automatic cool down. (1; checked response 3 on item 12 and response 2 on item 17)

005 My feelins are that this class has got me strait "As". (1)

006 I think the combo class is a very good idea (1)

007 My teachers are great (1)

008 I like the class & I've been getting better grades & the teachers are really nice. (1)

010 I feel that the c.c. is the best class ever!!! (1)

011 I like my teachers (1)

012 P.e. is too small and crowded. (1)

013 I am happy in the combo class (1)

014 I feel my teachers are nice and cool (1)

015 I like the c.c. class because it makes me feel at home. (1)

016 I think this class is great. I have made more friends this year than I have any other year. (1)

017 I like it alot ... I want to be in it next year (1)

018 I love the class that I am in. (1)

020 O.K. (1)

021 Sometimes people next to me are sometimes fair but I want a new rule like everyone has to be a fair participant. (2)

022 I have alot ove feelens for the combo class ... thank you. (2)

023 I like this class a lot. (2)

024 Nothing els to share. (2)

026 This class is cool because the teachers are nice (2)

027 I lik this class beacus there is so meny teachers (2)

028 It is pertty nice to have all of the teachers we have (2)

029 I like it a lot ... I would chouse this class! (2)

031 I don't want to be in combo class .. I want some of the teachers to be with the other class. (3)

032 it's a pretty cool class and so are the teachers. (3)

033 It stinks (3)

035 The cool downs don't work they Just make you even madder. (3)

037 I got a sitation on the bus and what I did was self defence!!!!!!!!!!.? (3)